

THE SCHOOL GOVERNMENT CHRONICLE

and

NATIONAL EDUCATION REVIEW

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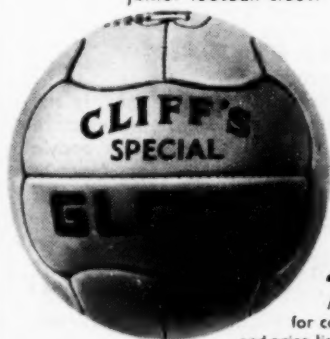
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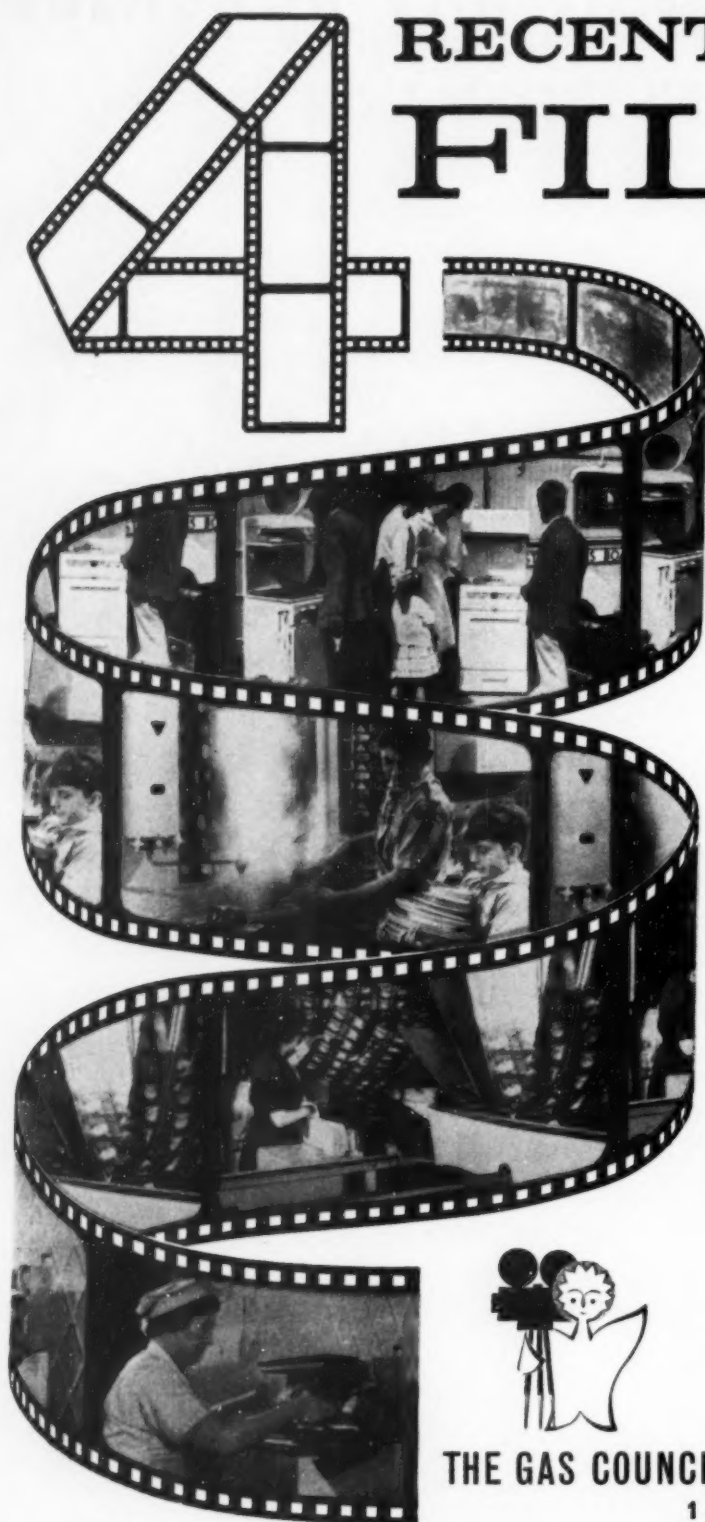
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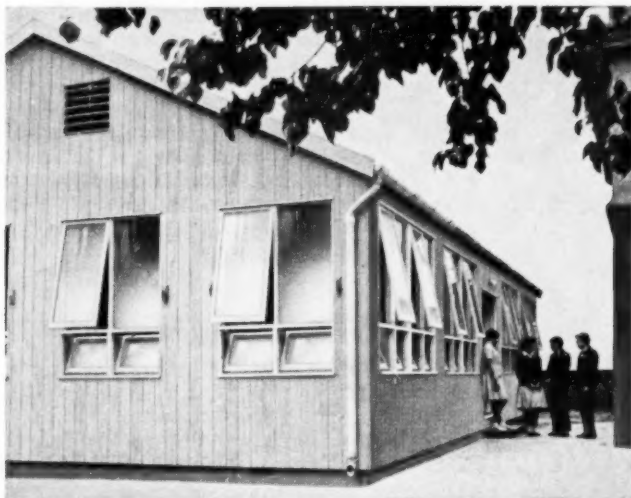


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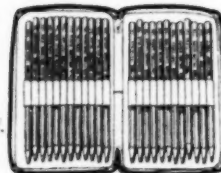


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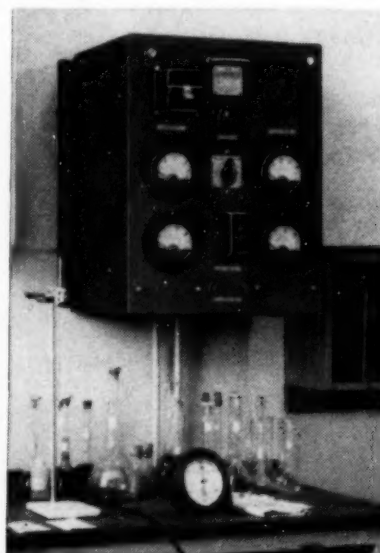
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THE SCHOOL GOVERNMENT CHRONICLE

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OCTOBER, 1961

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Month by Month

New Orbits

A GROUP of radically minded young Liberals formed last year has now produced its proposals for a united and autonomous teaching profession. The authors suggest the establishment of an Institute of Education, which would keep a national register of teachers, maintain professional standards, negotiate upon matters of professional interest, represent the teaching profession to the Government and also provide an advisory service for the benefit of its members. An Institute of this kind would supersede the Burnham Committee and ultimately, it is suggested, the various unions and associations of teachers. A somewhat similar proposal has been tentatively suggested from time to time, but not worked out with the thoroughness of the New Orbits Group. New, too, are the proposals for salary scales to accord with the views of the Group on professional status and the qualifications of a teacher. The most radical of the new features are the powers which it is proposed should be conferred on the Institute to confine the practice of teaching to persons suitably qualified within the meaning of the proposals and, further, to restrain (by legal proceedings if necessary) any "unqualified" person from teaching "for payment or reward." The chapter on Salaries has a special relevance to the present time. The Group believes the present system of payment to be "iniquitous, inadequate and mismanaged," allowing little or no consideration of merit. The proposed salaries would encourage teachers to improve their qualifications and would give additional rewards also for teaching ability and "general awareness of education in all its aspects." The basic starting salary proposed is £500. The authors justify this small initial salary by their very reasonable opinion that newly qualified teachers, like apprentices in most crafts, are not really worth very much in the early years of their work. They become really valuable as teachers only when they have had a few years' experience. It is also proposed that all teachers who have reached the statutory retiring age, whether in fact retired or not, should go on the "retired" list of the Register of Teachers. No one on the list would be eligible for any post carrying with it an additional allowance. It is considered that this would accelerate promotion and provide more opportunity and incentive for younger teachers. On reaching retiring age a teacher would immediately revert to his basic maximum.

Professional Status

THE authors of the pamphlet, Mr. Clifford Eveleigh and Mr. Martin Kyrle, are themselves young teachers. They do indeed express themselves with the forceful hyperbole of angry young men. Teachers as a group, they say, are still regarded by many as a "kind of upper-grade domestic servant." Who, one wonders, are the many who even remember what was the status of a domestic servant? The statement is in any case very remote from the truth. So, too, is the assertion that since 1939 "public esteem for teachers has diminished." The writers may be too young to remember what the position really was before the last war. Many people would claim that there has been no diminution whatever, and even that there has been until quite recently a steady growth in public esteem. The question of professional status is certainly of the utmost importance to teachers and ultimately to the schools. The writers' proposals seek to "establish teaching as a profession." The fundamental purpose of their proposed Institute of Teachers is declared to be the creation of high professional standards. One may assume that this would include the adoption of an agreed code of professional conduct. It is not, in fact, remuneration which distinguishes the professions from other livings. It is surely the nature of the service rendered to the community and the fact

that a profession is a vocation or calling. That a professional man or woman should go on strike, whatever the grievance, is unthinkable. Physicians, surgeons, clergymen, barristers, solicitors, officers, civil servants, these and other professional workers have that one characteristic in common. The esteem in which teachers are held by the public may be much more influenced by this factor than by any scale of salaries which can be devised. It is dangerous to assume that there is somewhere a hidden reserve of potential teachers who only await higher scales of salaries to come forward and enlist in the nation's teaching force. There is no such hidden reserve. In any case, if there were such people, they would obviously be without any call or vocation and thus unsuitable for the teaching profession. Other factors which operate against a truly professional status undoubtedly are the lack of any unifying body for the teachers as a whole and, so long as that persists, the impossibility of anything like professional autonomy. The Report does not make constructive proposals to remedy these serious defects.

What is a Teacher?

THE most startling of all the above proposals is that which would make it a legal offence for anyone to teach "for payment or reward" who is not on the register of the proposed Institute of Teachers, or even to describe himself as a "teacher." This means that no one, no matter how expert he might be or how gifted as a teacher, could follow a career as such unless he had also obtained one of the qualifications required by the Institute. This would soon put an end to the private teaching of singing, instrumental music, art, needlework, dancing, commercial subjects and many other subjects and skills. Private tuition would be impossible. In the realm of Further Education many evening classes, and some day classes too, would have to close for lack of "registered" teachers. Even the Royal Schools of Music and comparable bodies would be threatened. Such a tyrannical proposal is not likely ever to be adopted, but it is seriously proposed. It is another reminder of the folly of playing about with words by seeking artificially to limit their connotation. A teacher is one who teaches, and should continue so. A strong case is made for an Institute of Teachers and for a Statutory Register of all who seek to teach in recognised schools. No case, however, is made for such a "closed shop" as is now proposed or for any patent rights over the name of "teacher." The absurdity of the proposal will be evident when it is realised that, so far as the designation is concerned, the private teacher need only change his title to "tutor" to escape any penalty on that score. The scheme put forward by Mr. Eveleigh and Mr. Kyrle (1s. 9d. from the National League of Young Liberals, 58, Victoria Street, London, S.W.1) deserves study and is worth revision by the omission of this tendency towards totalitarianism.



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Training College Status

THE Association of Teachers in Training Colleges have submitted to Lord Robbins's Committee on Higher Education proposals which would place Training Colleges in the position which seems now to be their due and to be overdue. The Association stresses the undeniable fact that the training of teachers is fundamentally a national responsibility. The exercise of this responsibility should not be affected by such an irrelevant factor as the pattern of local government. The present system at the local level is thoroughly unsatisfactory. Powers of governing bodies vary remarkably, while some colleges are even without any separate governing body at all! The Association advocates the financing of colleges through a sub-committee of the University Grants Committee. This is indeed the logical and most tidy solution to the question of national status. The University Grants Committee, through the proposed sub-committee, would negotiate with the Treasury, the Ministry of Education and the governing bodies concerned. The last named would have the autonomy so necessary for them in the conduct of their domestic affairs. The Association's proposals would result in the relinquishing by local education authorities of the colleges which they have established and maintained. Some precedent for this already exists in the realm of Further Education. It cannot be doubted that the training of teachers has now quite definitely ceased to be a local matter. It can be claimed that both in development and in status colleges are hampered by the continuation of a system which is no longer appropriate to prevailing conditions.

National Recreation Centre

The Central Council of Physical Recreation has now constituted the committee which will be responsible for the management of the Crystal Palace National Recreation Centre. Chairman is Mr. A. H. Gem, deputy chairman of the C.C.P.R. and formerly Senior Inspector of Physical Education to the London County Council.

The construction of the centre is expected to be completed by 1963 at a cost of over £2 million. With the exception of a grant of £100,000 from the King George VI Foundation, the entire capital cost is being met by the L.C.C., who will also be contributing in part to the running costs of the centre. Administration of the centre, however, is to be the responsibility of the C.C.P.R., who at any rate during the first five years will carry out this task with the aid of grants from the Ministry of Education and the City Parochial Foundation as well as from the L.C.C.

The primary purpose for which the centre has been built is for the training of coaches in many different games and sports. In addition, a number of competitive events will be held there as well as courses for those wishing to take up a new activity or improve their performance in one they already play. The general public will also be able to use some of the facilities, and visiting teams from abroad will be accommodated in the centre's hostel.

Over Twice As Many Students

Today the higher educational institutions of the Soviet Union are training over twice as many students as the higher educational establishments of all the Western European countries taken together. In the training of engineers, the Soviet Union has long outstripped all the capitalist countries of the world, including the United States of America. In 1960 the higher educational establishments of the U.S.S.R. trained 120,000 engineers, whereas the corresponding figure for the United States was only 38,000.

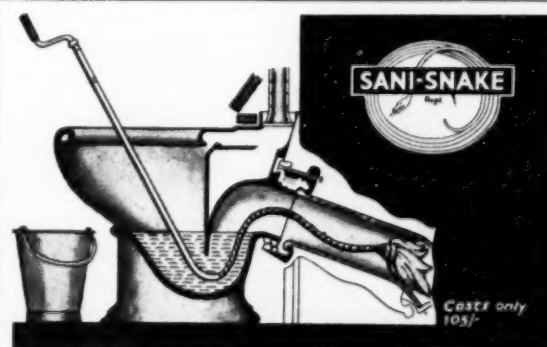
These figures are given in a statistical survey, *Higher Education in the U.S.S.R.*, which has recently come off the press in Moscow. The survey has been compiled by the Central Statistical Board of the U.S.S.R. Council of Ministers.

At December 1st last year the national economy of the U.S.S.R. was employing 8,800,000 specialists with a higher or specialised secondary education (46 times as many as in tsarist Russia), including 3,600,000 people with a higher education.

Special attention is being paid to the training of engineers. By December 1st, 1960, the national economy had 1,100,000 engineers (as against 47,000 in 1928).

A total of 388,000 specialists with a higher or specialised secondary education were working in Soviet agriculture on collective and state farms on December 1st, 1960. This is eight times as many as on January 1st, 1941, and three times as many as on July 1st, 1953.

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Education v. The Rates:

A Judgment

BY JOHN VAISEY, M.A., *Director, Research Unit in the Economics and Administration of Education, University of London Institute of Education.*

I was, for a time, a member of a local education authority and for nearly ten years or so I have been a governor of various schools and colleges. In this connection I have often admired the hard work and the genuine wisdom of the laymen who give up so much time to committee work and then face the rigours of election. It would be an unhappy day for our teachers and children if the lay element in our complex administrative structure were to be reduced or eliminated. Laymen are, I feel, often right when the professionals are wrong and—more important (for if we are to be fair, laymen are also often wrong when the professionals are right)—they act as a jury when there is a conflict of professional opinion. That is a very valuable function.

I am a professional—a professional economist. I am also an academic. So I try to combine my professional enthusiasm with a judicial quality. You will have to decide, though, whether my summing-up is as judicial as it should be. Because I think the issue you have to try is a very simple one. It is "Education v. the Rates."

Let me explain what I mean. We are accustomed to thinking in astronomic terms about the education budget. Time was when it was under £50 million a year. Only in 1937 did it reach £100 million a year. Now it is £800 million a year and by 1963 it will certainly reach £1,000 million a year. By 1970, I predict (in the absence of price changes) it could be £1,300 million a year.

Why is this rise occurring? First, the population is growing. We used to think that after the ex-servicemen had made up for the lost years we would fall back to "normality." Now even the official statisticians have to recognise that Professor Glass and Professor Titmuss were right; like France and the U.S.A. we have earlier marriages, more marriages, and the 3-child family. A million new English and Welsh boys and girls a year are in sight compared with the 700,000 that had been expected.

Then, secondly, we live in the midst of the biggest revolution in education expectations the nation has ever seen. If we can get the teachers, in 1970 three-quarters of our children will be at school till they are 16 even if Crowther is not implemented. The queues for the

universities are growing as the sixth-forms almost literally burst at the seams. We shall have nearly 300,000 students in higher education by 1970; will it be 500,000 or 600,000 by 1980?

Thirdly, this education is not only growing longer but it is getting more expensive. Our teachers are better-trained; more and more of them are specialists who need specialist equipment; our schools are better and more expensive to keep up; the auxiliary services—meals, playing fields, transport—on which education depends are all growing, too.

This trend is universal. It is happening in America, in Europe, in Russia, and in China and India. The nineteen-sixties is the decade of the teacher.

Now, the astronomical figures I have quoted mean very little. Above a certain number of "0's," most minds just give up—£100 million or £1,000 million. What is the difference?

And this is not just lack of numeracy. It has sound common sense behind it. Because, of course, from one year to another the amount of resources at society's disposal changes. Usually it grows. We refer to the national income as the total flow of goods and services the nation produces in any one year—the coal, the motor cars and, of course, education. What is significant is not so much the absolute amount that we spend in any year, but what proportion it is of the national income. This proposition is now accepted, by all and sundry. It is, I may say, only three years since this argument was first advanced by me in a book I published about this subject. Professor Titmuss and Dr. Abel-Smith had recently worked out the proportion taken by the National Health Service, and I did the same for education. My work passed through the usual reactions given to new ideas. It was first attacked in *The Times Educational Supplement* because the sums were not relevant to the problems they thought I should have analysed. Then it was accepted; and my carefully calculated sums became a universal—and unlooked-up—truth: that the nation only spent 3 per cent. of its national income on education. For the years after the war this was roughly true. The proportion rose from 2.7 per cent. just after the war to 3.4 per cent. in 1955. Since then the proportion has radically changed. It is now 4½ per cent. This is a very significant change indeed. Sir David Eccles and Lord Hailsham have served education very well; they have given it far more to spend. Yet educationalists still moan that we spend "only 3 per cent." It is really like reading a thermometer on Christmas Day and saying that is the daily temperature for the whole year.

The evidence for the rise in the percentage is all about us. We probably spend a higher proportion of

A paper presented before the Annual Conference of the Association of Divisional Executives for Education at Llandudno. Unfortunately Mr. Vaisey had an urgent call to the United States and his paper was therefore delivered on his behalf by Mr. Tyrrell Burgess, Secretary of the Advisory Centre for Education.

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our national income on education than any other Western European nation except Sweden; and we have the longest school life, the biggest number of teachers, and the highest proportion of new buildings (again excepting Sweden). Since 1954 the financial standing of our teachers has risen substantially.

Should we then be complacent? I fear not. Our problems are becoming more and more serious; and they are, in my opinion, especially grave because there is little recognition of their nature. We are in for a tough time, I think; and I will try to say why this is so. We come to the case at issue—Education *versus* the Rates.

The forces which have backed Sir David Eccles in his fight for more money have been very strong. For the first time in English history—not, I am sure, in Welsh or Scottish history, and not yet in Irish history—for the first time in English history a majority of parents care actively for their children's education. Your work, your constant endeavours, are bearing fruit; you see the consequences in your overcrowded classes and in your education estimates. About ten years after the 1944 Act the parents began to march. It is now quite incredible to realise that Dame Florence Horsbrugh conceived it her job to cut education down to size, just as if she were sitting in Mr. Baldwin's or Mr. MacDonald's administration. Ambitious and able men now go to Curzon Street; Mr. Butler was made President of the Board of Education as an insult, less than twenty years ago.

So we have had the paradox of a great public service coming into its own and expenditure has leapt; not leapt as much as we would have liked, perhaps, but nevertheless, it has leapt; while our government has been trying to keep the burgeoning total of public expenditure down. Inevitably, perhaps, the pace of tax-reduction has been slowed up, and last April, reversed. You cannot run a modern state on Gladstonian budgets. Nevertheless, between the speeches on the needs of the public for education, and the speeches on incentives, and all that, a great gulf lies. But that, I would suggest, is but one of the tricks and turns of democratic political life, and we all know which speeches to take seriously and which just to regard as part of the patter.

There is a more serious paradox which touches us here to-day more nearly; it is one Sir William Alexander has touched on fairly often recently, and Sir Ronald Gould as well. While education has become a major public service, its sources of finance, and its organisation and structure, have become increasingly unsuitable. Mr. Brooke has been trying to get local government to stand on its own feet, by restoring the principle of the general grant, and reorganising boundaries. Now it is no secret that the general grant and the local government changes, like those proposed by the Royal Commission on the Government of Greater London, were extremely unpopular in Curzon Street. And there is good reason for why. Education is now the major local government service. Yet, in the Ministry of Housing and Local Government (a very significant title) education is but one service among many. Consequently education's special financial problems have been overlooked and over-ridden.

I will take two instances. The first is the Greater

London Report. To me this document is a very competent, well-written essay on local government which almost wholly misses the point. Instead of asking "what is local government's job and how can it best be done?" they asked "how can we make Local Government efficient?" Now, if they had asked the first, they would have said — "overwhelmingly education," and framed their recommendations accordingly. Instead they asked the second, and propose to dismember six of the best education authorities in the country, and one—I speak with feeling as a product of its elementary and grammar schools—the L.C.C., is regarded by competent judges as perhaps the best in the world. In other words, people will not accept that education is the dominant factor in local government, and that if they don't get that right they will get everything else, from town planning to fire stations, wrong.

Take my second instance—the general grant. This aroused the greatest opposition by all those interested in the welfare of the children; and it is clear that their forebodings were justified.

The opposition to the general grant did not go far enough, however. For we now see the problem of the finance of education is far more deep than it was then thought to be. Few of us saw the size of the education budget in the 1960's; few of us saw that the issue was not whether a percentage grant was better than a block grant, but whether education could continue as a local service at all.

It is—and I speak as a cool and judicial academic commentator—it is extraordinary to tie a growing and fundamental public service to the rates. All experts on taxation have always held that the rates are unsuited for such a service because the rates (1) don't rise with the national income, (2) they fall more heavily on the poor than on the rich, and on families with children than on those without, and (3) they arouse the greatest opposition to payment of almost any tax. The rates are a suitable source of finance for street cleaning, refuse disposal, and fire stations because these services are not rapidly growing, and because they are tied to the number of buildings in the town in a very simple ratio. The needs of our society for a body of educated citizens are not. It would be the height of paradox if the chance of creating an educated democracy in England and Wales—the fulfilment of Lowe's challenge a century after he uttered it—were to be thrown away with a heap of undelivered rate demands.

Of course it will not be. In the short run the Finance Committees in some towns and counties will win. Then you and I, the teachers, the parents, the voters, will revolt. We shall have to spend time we would rather spend working on the education problems of a society grown rich beyond the dreams of avarice (Dr. Johnson and I dearly love a brewer) but still subject to stresses and strains, to delinquency and social irresponsibility that only the schools can cure, we shall have to spend our time speaking and voting and agitating about—of all things—Local Government Finance, a subject dull in itself and, judging by results, destructive of the intellect. In the long run we shall win. Birmingham kept its rates down. Cambridgeshire reduced them. They will be names of shame when we have done, educational Eatanswills.

But one very interesting and perhaps unfortunate

thing will accompany our victory. For when we have convinced our people that education is the basis of our society, both materially and morally—and we are, I think, in a position to do that because we are swimming with the tide not only of demonstrable fact but of popular enthusiasm—we shall also have convinced them that the money must be paid. From 4½ per cent. of the national income we shall go on to 5 per cent. and possibly to 6 per cent. And we shall see this money paid out of central government funds to a much greater extent even than to-day. The rates will diminish as a proportion of the total; or they will become a nationally administered and levied tax—I cannot foresee what will be the exact form the settlements will take, but the general drift is inevitable, inexorable.

To whom, however, will the central government funds be paid? This is the question that was avoided in the debates on the Local Government Act of 1958; and the defenders of education were careful to avoid it.

Consider, for the moment, the two great personal services of a modern state—health and education. The one reformed in 1946, the other in 1944; the one nationalised, the other kept by local government; the one dominated by its profession, the other dominated by administrators and local councillors. Which way was right?

I do not think we are in a position to give a judgment. We do not know enough. But more and more we shall have to think about this question. Which way: 1944 or 1946; Butler or Aneurin Bevan; the N.U.T. or the B.M.A.; Lord Moran or Sir William Alexander?

Initially I had no doubt on one point. The Health Service had no problem about the rates and one had the impression, when I wrote my book, that on current account it did far better for its patients than the education authorities did for their children. The B.M.A. had no doubt—its wage awards were not in the same league as the Burnham awards. Now, I am not so sure. How far the Health Service vote was the result of Aneurin Bevan's power—and his successors did not carry the same guns—while in education we have seen a contrary progression, from dimness to brightness in the political power of our Ministers; and how far it was due to a national passion for adequate medical care which has now passed on to a demand for education; who can weigh these issues? Look at capital. £1,000 million since the war on the schools—a tenth as much, at most, on the hospitals. If the hospitals had stayed with local government, nobody would have dared to neglect them as they have been neglected; and if the hospitals had been built we should have had fewer schools. A complicated issue to try. Could and should we give as much say in the running of the education service to the teachers as we give to the doctors in running the National Health Service? My instinct is to judge that we give too little to the teachers and too much to the doctors; but then I am a teacher and I don't much like doctors.

I like ad hoc authorities. I see the power of the Regional Hospital Boards, and I look back at the great achievements of the School Boards, and I think that we might learn from both. It seems to me that there is one myth we could scotch straight away. There is a theory—it is a wild and unverifiable fancy, I should

rather say, that in France and other places abroad, the Minister looks at the clock and says all 15 year olds are at this moment at line 16 of page 75 of the standard edition of Corneille, and they will then pass to the seventh example of quadratic equations. We are saved from this, it is held, by the rates. Now as a matter of fact what they say about France is not true, and it is in any case the most highly educated and civilised country in the world in my opinion (and of most educated opinion, I should suppose); and it is patently not true, to take a parallel case from our own land, that at 10.16 a.m. every patient in every hospital is having his appendix out or being given a bedpan. The relation between central control and local autonomy is infinitely more complex than the simple relation between the rates and central grants. Many very big grant receivers are more free than the local education authorities; the universities being perhaps the prime example. I am an ad hoc man because I think it leads to a proper consideration of the needs of the schools. But then I reflect a little more; and I see the strength of the case for lay, general authorities; I see, above all, the enormous importance of the principle of election, and I wonder whether we might not save the schools at the expense of the political health of our society.

In this debate which is about to begin I think I would hold fast to three principles. First, I would say of any proposal—does it hasten the progress of education or not? Because every year that we delay a reform thousands of individuals—boys and girls—are impoverished. Adam Smith said "An instructed and educated people are always more decent and orderly than a stupid and ignorant one." That means—as Adam Smith always said, and all the great economists after him—more money from the taxpayer. Secondly, I would say, does it raise and enhance the dignity and responsibility of the teachers? That means, I suppose, more money; but it also means more responsibility and freedom and self-confidence. Only thus will you get good people in the class-rooms. And, thirdly, I would say, does your proposal increase the interest and authority of the general body of educated and responsible citizens; because it is upon their informed concern that the quality of our schools, and our universities, depends.

That is what I make of local government finance. I see battles ahead. I see one issue developing—the growth of private schools, which are not subject to the rates and which are strongly supported by our present system of tax reliefs. I was disturbed to see in Oxford that one child in four did not attend the City's schools, and I can see that if the L.C.C. is abolished the proportion in London could rise from one in twenty, because more and more parents can afford to buy their way out of big classes and bad accents.

My feeling is that the finance of education should be nationalised, and that the rates, if they are to be maintained at all, should be a nationally administered and nationally collected tax, distributed with the proceeds of other taxes to the local authorities. It seems to me preposterous to say that the existing employers' side of the Burnham Committee in fact represents the employers who levy the taxes; first, over three-fifths of the burden falls on the Exchequer, and secondly, the great bulk of teachers are employed by precepting authorities who, I am quite certain, are not regarded by

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the electors as the bodies that levy the rates. Certainly in London we blame our boroughs for rate demands that come predominantly from the L.C.C., the Metropolitan Police and the Metropolitan Water Board.

This then leaves the question of who is to run the schools. I see no real reason why there should not be regionally elected bodies responsible for education, health and planning. And I see no reason why the schools themselves should not be run from day-to-day by the teachers and the parents. We must give the teachers not only more pay, but more dignity; and that means more self-government for their profession.

Fundamental changes like this may seem madness at a time when education has been so recently and so frequently subject to rapid change. But equilibrium conditions in education will never return; as knowledge explodes, we shall have to rush to keep up with it, and the progress of our society depends on a vast and continuing expansion of education for the remainder of this century at least. This means we have to create new conditions and new systems of administration. To my mind this means a nationally financed service, in which the teachers and the parents have a greater voice than before.

This, then, is my summing up. You are the jury. I cannot believe that we can leave the schools at the mercy of the rates; but, then, I am on the side of education.

Industry's Need for Scientists and Technicians

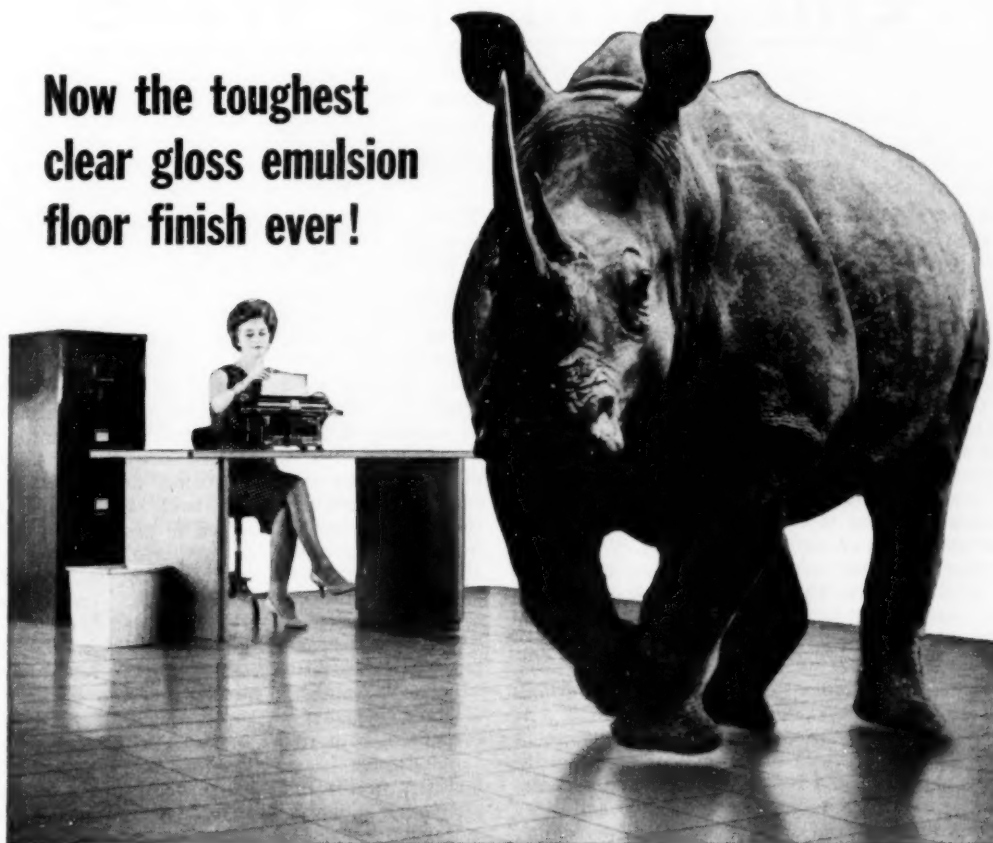
"Electrical manufacture is the largest industrial employer of both scientists and technicians and the Industry's increasing need of design and research staff is likely to make heavy demands on the available trained personnel." This was said by Mr. Stanley F. Steward, C.B.E., M.I.Prod.E., Director of the British Electrical & Allied Manufacturers Association, when speaking at the British Electrical Power Convention.

Mr. Steward said that in 1959 the electrical manufacturing industry employed 13,380 qualified scientists and engineers, representing about 21 per cent. of the total in the whole of the manufacturing industries of the country. Also in a recent survey by the Ministry of Labour it was shown that the proportion of technicians working in the Industry was 11.6 per cent., of the total, higher than any other industry.

Because of the growing demands of electronic and nuclear developments, it was certain that over the next few years the need for qualified scientists and engineers would increase substantially and one of the factors which would determine the pace of the industry's expansion was the extent to which the universities and technical training institutions could provide them.

Mr. Dennis S. Beard, Ph.D., A.Inst.P., A.R.C.S., B.Sc., has been appointed to the Board of Griffin & George (Sales) Limited, in the capacity of Technical Sales Director. Dr. Beard was educated at schools in Essex and London before moving on to Imperial College, London, in 1940, to take a degree in physics. He joined the Griffin & George Organisation in 1960 from the Norwich City College, where he had been a lecturer of Physics and Mathematics.

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N.A.D.E.E. Conference

Citizens of the World

By ALDERMAN E. R. HINCHLIFFE, O.B.E.
President, National Association of Divisional
Executives of Education

I want to talk about some ideas that I have and which to a large extent have been crystallised by two sentences which appear in the Report of the Royal Commission on the Local Government of Greater London.

The first sentence to which I refer is "The ultimate purpose of the education service is to fit children to play their part as responsible citizens of the world."

You will note the expression "citizens of the world"—not London, Liverpool, Leeds or Cardiff, or even England or Wales.

The position is now that in our workshops, factories and offices, in our streets and public places, and in many homes, on any day of the week we are brought into contact with men and women of races, colours and creeds other than our own. The children and young people in our schools and educational establishments have as companions and fellows children and young people of the same variety.

The real change that we have seen and experienced, is that to be, or to become a citizen of the world does not now involve residence, or even travel, abroad. The conditions for, and the opportunities to become a citizen of the world are on our own door-step, and the problem is expressed in a far more urgent and personal sense than ever before. It imposes upon each and every one of us, young and old alike, a greater responsibility in discharging our social, economic and political obligations, and in exercising our rights and privileges.

Another change that we accept I think, is that today there are greater opportunities for those who have the ability and the courage to seize the opportunity, but there are also great temptations to be resisted and overcome. Opportunity in that sense is neutral, perhaps amoral, for it has relation not only to personal and general good, but also to personal and general evil.

Perhaps it is not a matter for surprise that there are many who deplore the age in which we live, and are extremely critical of the present generation. I wonder if it is justified?

If we read the works of Defoe, Fielding, Smollett and Boswell, or even Dickens, I think there are grounds for saying that this generation is no worse than previous generations. In fact, I think it is possible to maintain the contrary. What is undoubtedly true is that each generation has to find its own solution of the problems of its own age and that these problems do not become any the less complex as communication becomes easier and quicker, travel more rapid, and our social economic and political actions, and reactions, more closely related to and integrated with an increasing world society.

The space age has already brought its own new problems.

If this is true, then it follows there is a greater responsibility resting upon our educational establishments and agencies of all and every kind than ever before. That is sufficient to cause us to pause and think afresh.

I wonder if we can agree as to what test is to be applied to ascertain whether or not we are succeeding in building a healthier society, more citizens of the world? Is it that we succeed in increasing the number of students in our universities and other advanced educational establishments, twofold, threefold or fourfold? Is it that we succeed in producing twice, three times, or four times the number of graduates, learned and skilled men and women in the sciences, the arts and the professions, the skilled technicians and operatives that we so urgently need?

The answers to those tests go some way towards the answer to our question, but the real test will be whether or not we succeed in reducing crime and violence; whether we succeed in reducing the number of people, both young and old, who are what we call "maladjusted"; whether or not there are greater numbers of the ordinary people of this country who are better adjusted in their personal relationships and in their relationships to the society of which we are members and in which we live.

I do not, nor indeed do I think any of us, decry the need for more men and women skilled in the treatment, both curative and corrective, of the many who need such help today, nor for more and better accommodation where such treatment can be given, but I think members of divisional executives have got to look a little further ahead. That is why I want to pursue this inquiry a little further.

It seems to me that in contemplating our system of education there are some important factors which we must always keep in mind. The first is that so far as our experience and knowledge goes, the most important factor in the process of education is the home. There is no substitute in the whole educational process for affectionate and responsible parents. I think it needs only to be stated to be universally accepted, and I do not propose to spend any further time on this.

The second factor has relation to the one just stated. The kind of education which is given in our educational establishments has some influence to a greater or lesser degree on the kind of home young people will themselves establish as and when they arrive at that stage.

The third factor is that in spite of the great expansion of facilities for further and higher education which is planned, and which we applaud, the majority of the young folks who ultimately leave our secondary schools will not go anywhere near our universities, colleges and other establishments of further and higher education. I shall no doubt be reminded of the proposals about county colleges, but it seems to me that they will tend to be vocational and it will still remain the obligation and the duty of the primary and secondary schools to give a broad general education such as will fit young people to grapple with the problems of becoming an adult. Let us remember, too, that the young people who leave our secondary schools today are already well on the way to the adult stage, in general much further along the road than we were at their age.

I think it follows from all this that the responsibility which rests upon the teaching profession in general and on individual teachers in particular is increasing and will continue to increase as our society becomes more varied and more complex. There will inevitably be more demanded from the teacher, not only by society, but what is more important, by the young folks themselves who are in their charge in the schools. The young people of this age "know" more than we knew at their age. The quantum and significance of their knowledge will continue to increase, and we cannot deny them that knowledge. They are entitled to it, and if it cannot be made available to them through the proper and fitting channels, they will still get it in other ways. What young people do not always appreciate is that knowledge of itself is dangerous stuff if not properly handled and directed.

Hence it is imperative that we must get our primary and secondary education right—sound in both aim and technique.

The aim has already been expressed, but I think the problem which worries most people today is that so many young people, far too many, seem to go "off the rails." The figures which are continually quoted are a matter for serious concern.

Looking at this problem as presented to us, how do we attempt to deal with it? Apart from the teaching profession, the public demand that there shall be provided the services of Education Welfare Officers; Children's Officers; Welfare Officers; Youth Officers; Youth Employment Officers; Probation Officers, in addition to the innumerable voluntary organisations who do excellent work.

The services I have mentioned each call for their own particular skill and knowledge, but there is surely something in common between them all. They are all taking part in the process of helping and fitting people, both young and old, to be responsible citizens of the world, with the object of creating a healthier society in the political, social and economic sense.

None of us would, I think have it otherwise than that this work should be done. We agree that it is necessary and we cannot help but admire the self-sacrifice that is often entailed in fulfilling the tasks which these various people are called upon to undertake. I wonder, though, if there is not in fact some overlapping which must lead to frustration and loss of efficiency. Is there too much of what might be called "fragmentation," that is too much of a rather

narrow specialism? Is it not also true that much of the work that is done, excellent though it is, is actually undertaken after young people, and others, have got into difficulties, and not before? I want to suggest that the time has come when a serious attempt should be made to secure closer co-operation and integration of the services I have mentioned, with greater emphasis upon preventing young folks in particular from getting into difficulties. I think these services should be more closely linked, particularly with the secondary schools, so that the young people can be made more fully aware of the problems they are called upon to face upon entering adult life, and how a solution of those problems is sought by those men and women engaged in those services. I believe there is a wealth of experience and knowledge available, and I would like to see some method evolved whereby this can be made available in school, before and not after, so many of our young people get into difficulties.

I know this probably would mean a longer school year, but I have come to the conclusion, rightly or wrongly, that this is a question which we have got to face if we are to get the best out of our schools for the benefit of the young folks themselves. I think the longer school year would provide, first, for something which I think is absolutely necessary, namely, time for the teachers to do more of the work in school which they are now called upon to do in their leisure time. I think this would also be of benefit to older pupils. Secondly, for more instruction and information—guidance if you prefer—to be made available to the young folks upon the political, social and economic problems of this age, in undertaking the ordinary obligations, and exercising the ordinary rights, of a citizen of the world. It seems to me that is a challenge to which we must find an answer.

LOCAL GOVERNMENT WHICH IS REALLY LOCAL

The second sentence of the report to which I want to draw your attention is "There are real advantages to education in having local government which is really local."

It is good to know that others, quite independently, take the same view as do we. In fact, if we omit the two words "to education" entirely we should still agree, and so would every other local government authority in the country from the county and county borough councils to the smallest parish council.

Apart from the principles of democracy which are enshrined in local government as we understand it, I want to comment on one or two other points which I think are important.

It was argued by some of us, what now seems a long time ago, that in spite of all the idealism and courage which went into the framing and ultimate adoption of the Education Act of 1944, delegation is not and can never be an alternative to, or compensation for, local autonomy. I think you will agree with that proposition both as a matter of opinion and of experience. I think you will also agree that we can assert this in no sense of carping criticism, because, on balance, delegation and divisional administration in the education service have worked better than most of us anticipated. Certainly we can now assert, and with authority, that divisional administration in the

education service has completely justified itself in spite of all criticism and objections.

Those of you who have read the report of the Royal Commission, or a summary of it, will have noted that the Commissioners in furtherance of the principle they have stated sought to find something better than delegation.

I want, if I may be allowed, to pay a tribute to the Commission here, it means a sharing or division of powers and duties as between the Greater London Authority and the London Boroughs, as distinct from and contrasted with a position where all the duties and powers are conferred upon the Greater London Authority and parts or portions of those powers and duties are delegated by the authority to the boroughs. To carry the distinction to its logical conclusion it means that conferment gives to the borough certain powers and duties which will exercise in its own right, as against delegation where the borough will exercise its powers and duties merely as agent for the authority. To complete the picture I should add that the Commission go on to say that such division or sharing of powers should be defined by Statute.

If I interpret this expression in my own way for my purpose here, it means a sharing or division of powers and duties as between the Greater London Authority and the London Boroughs, as distinct from and contrasted with a position where all the duties and powers are conferred upon the Greater London Authority and parts or portions of those powers and duties are delegated by the authority to the boroughs. To carry the distinction to its logical conclusion it means that conferment gives to the borough certain powers and duties which will exercise in its own right, as against delegation where the borough will exercise its powers and duties merely as agent for the authority. To complete the picture I should add that the Commission go on to say that such division or sharing of powers should be defined by Statute.

A similar problem arises elsewhere. The Local Government Commissions for England and Wales have had to grapple with the same problem, namely, the relationship of a county authority to the county districts within its area.

The last point which I want to make at this stage is to remind you that this association, and its executive, have continuously probed and pondered this problem. We are anxious to find and establish the best and most efficient relationship between the major and the minor authority—the local education authority and the divisional executive. If we say, as indeed we do, with others, that we believe in local government which is really local, it merely gives point and aim to our search.

I want now to put a question. It is this—what is local government which is really local and government?

I think the answer is that it is the right and authority exercised by a local community through its elected representatives to create and control something of use and benefit to the community. It may find expression in the form of a public service, or a public amenity, or a combination of the two. In fact, you know, it is something like Shakespeare's description of the work of a poet, if we are to idealise it, namely, "And as imagination bodies forth" the local authority "turns them to shapes and gives to airy nothing a local habitation and a name."

The real difficulty, as in so many fields, is that our ideals have to find expression in practical every day affairs and activities. The local authority has to take into consideration costs of labour and materials, costs of personal services, the complications of organisation and administration, and time, calculated not only in relation to the calendar, but also to the clock. All this adds up to rates. We can take comfort, however,

in that even the work of a poet has to sound in terms of economics, cash, otherwise he could not live.

All sorts of problems arise, political, social and economic, in relation to the community as a whole and to individuals. Actually when one comes to think of it local government as expressed in Acts of Parliament, Statutory Instruments, Rules and Regulations, and some of its day-to-day activities and obligations cannot be said to be very inspiring. Even Gladstone was driven, or elected, to describe Disraeli's Cabinet as "a Cabinet of sewers and drains" when the great Public Health Act of 1875 was on its way through Parliament.

It is in this transposition that much of our idealism is lost or forgotten, but yet the fact that we cling to local government as an essential part of our way of life is enough to remind us of all that it means.

It was in this very transposition that the Executive came to the conclusion that the Royal Commission ran into difficulties. The formula for "conferment of powers" so far as the education service is concerned does not measure up to their ideal. In fact the report of Dr. White (secretary), which was adopted by the Executive, points out that the formula defined by the Commission as applied to the London Boroughs, will result in a loss of, not an increase in, the powers and duties of the boroughs as compared with existing schemes of divisional administration under the Education Acts. We are at least entitled to ask: Is this what is really intended? We ask this because we take the view that the interpretation placed upon that expression "conferment of powers" is bound to have repercussions elsewhere, and at the moment it is not local government which is really local, nor is it Government.

I said earlier that all the activities of local government, a local authority, sound ultimately in rates, and that is at the core of the problem. Whatever may be said, or argued, or maintained, in support of any theory, there is this solid fact, namely that one of the unique marks of government, be it national or local, is the right and power to raise money by a levy upon the community, and to pay and apply the money so raised for and towards the aims and objects of that government. It is one of the marks of all forms of government be it a democracy, a plutocracy, or a dictatorship. It has been so throughout history and it is so to-day.

It is no good turning a blind eye to this. I must confess for myself two things. First, that I am a little dismayed by the readiness, even the eagerness, with which local authorities seek and accept government aid by way of grant, and secondly, that I would, if I could choose, rather pay more rates and less taxes, than less rates and more taxes.

This factor should not be ignored even to-day. There is nothing saps the vitality of local government and local interest so much as the fact that the local community has no right to raise its own rate and apply it towards local need and aims.

This principle was recognised and accepted in the days before the Education Act of 1944 when the former Part III Authorities had the right and the power to raise and apply the proceeds of a penny rate towards Further Education. It gave the local community the right to create and control a local service, approved by the then President of the Board of Education, for

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the benefit of the local community. What is more, excellent work was done which bears fruit even to-day.

I do not for one moment ask that Part III Authorities should come back or anything like them, but it is not in the best interests of local government that the minor authority should be stripped of all power and authority to raise a local rate and to apply it towards local purposes. If it is agreed that it is absolutely necessary that local initiative and interest should be fostered and encouraged in the education service, then the London Boroughs should be given something which they can do themselves, and within limits, the power to raise a local rate and apply it towards approved educational purposes.

If this is not feasible, and I am by no means convinced that it is not feasible, then an alternative must be found. I see it as part of the mechanics of budgetary control by the Authority. It seems to me that if a local project has secured the approval of the Minister, then the cost, within prescribed limits, should be included in the approved budget without question, and the project should be under the sole control of the borough.

After all, whatever comes out of the reorganisation of local government in the Greater London Area, the Authority will raise its required rate expenditure by precept upon the boroughs.

There is room, and not only room but need, for all the local initiative in the education service that can be evoked. It is the most important function of local government and if it is allowed to wither and die local government will itself be in a serious jeopardy.

I think too that in the wider and changing atmosphere of educational needs and provision this is a matter of vital concern to the education service as a whole and to local government throughout the country. The divisional executive is an important part of the system of administration of public education and divisional executives will, if they serve their purpose, be called upon to make an increasingly important contribution to the service. It is necessary and essential that we maintain their status and that they should have the right and the power to play their part.

The Scottish committee of the Commonwealth Institute have appointed to their staff Mr. J. B. Frizell, C.B.E., who recently retired from the post of Director of Education for Edinburgh. Mr. Frizell, whose appointment is on a part-time basis, will act as educational adviser to the Institute.

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Minister Explains Government Position

Speaking at the annual conference of the Association of Municipal Corporations at Folkestone, Sir David Eccles said "The decision on teachers' salaries was part of the action the Chancellor had to take in July. We all hope the pause in incomes will be only of a limited duration. But we have to realise that the causes of this emergency action are deeply embedded in our post-war economy. When the pause is over none of us wants to go back to the same old round of debilitating crises that we have had since the war. It follows that in the future arrangements are needed by which increases in incomes as a whole can be brought into a sensible long-term relationship with the trend of national productivity.

"A constructive policy on incomes has therefore to be worked out with all concerned and clearly education with a salary bill of some £400 million a year cannot be left out of the national picture. We have particular difficulties in our case which bring this question urgently before us.

"Before I frame the legislation I am going to invite representatives of the local authority associations and of the teachers to discuss with me the best way of bringing our negotiating arrangements into line with the financial and economic circumstances of today.

"We shall have much to talk about then.

"Today I will only make a short reflection. The local authorities, the teachers and the Government, who find more than half the money for teachers' salaries—all three of us have our responsibilities and none of us can get on without the other.

"It is in the light of this responsible partnership and of the changed financial and economic conditions in our country as a whole that I am sure it is our duty to have a new look at the Burnham Committee.

"This is the reason. As the law stands, if, in the Government's opinion, the national interest conflicts with the views of the Committee, the Minister can only make that national interest known after the Committee has gone through the whole process of negotiation and reached agreement.

"This is the power which the Act gives the Minister and as I explained to the Burnham Committee on September 4th, it is too crude a power in the changed circumstances of post-war.

"What, therefore, it now seems right to do is, so to speak, to civilise this power so that, instead of waiting till there is nothing the Minister can do but announce the flat rejection, he could discuss with the Committee at an early stage the Government's view formed, as they will always be, in the light of the national circumstances—which the Government is in a better position to sum up than anyone else.

"This is not a retrograde step. It is a new and fruitful form of consultation to take account of the interdependence of all sections of a modern society.

"I am confident that both the Government and the Burnham Committee will be greatly helped if the Minister can in general terms state his views at an early stage in the negotiations.

"This is the right course to pursue and I only wish we had more time for our consultations. But I think we must make good use of the time we have."

Continental Comparisons

Speakers from Belgium, France, Holland, Sweden and Switzerland joined British speakers at the 1961 BACIE Annual Conference last month when an examination was made of education and training on the Continent of Europe, with particular reference to the effects of economic integration. Free movement of labour among Common Market countries may lead to standardisation of systems of education and training, or at least a levelling up of standards. The theme of the conference is therefore of special importance at the present time.

With the exception of the papers given by Mr. Kenneth Thompson, M.P., and Monsieur Edmond Hianné, all the speakers' papers were printed and circulated to conference delegates in advance. During the conference the speakers merely gave a brief introduction to their papers and the main part of each session was devoted to discussion by delegates.

One common thread ran through all the papers — the need to pay more attention to general education in modern schemes of training. All the countries under review are now beginning to examine their training systems from this standpoint.

The following are extracts from some of the conference papers.

R. GRANDBOIS :

All the differences we have noticed (concerning apprenticeship) are a consequence of the past. They are the result of local habits and customs ; they represent the embodiment of a way of life, the outcome of an evolution both social and administrative. On the other hand, all the similarities are either a consequence of the present or a result of the pressure of things to come. The various systems of apprenticeship have slowly evolved to a shape and crystallised behind numberless frontiers and in confined surroundings, but they are now and will henceforth be subjected to influences for which barriers and remoteness do not exist. One may thus feel safe in assuming that considering the trend of to-day's industry and commerce, the apprentices of to-morrow will have to be educated in much the same way whatever the country to which they belong.

G. C. M. HARDEBECK :

A very important fact in modern apprenticeship is that we must pay more attention to general education . . . because it is our responsibility not only to give these youngsters the necessary technical training but also to prepare them to live in a democracy and to play the rôle each individual has to play according to the rules we set ourselves.

H. A. WARREN :

At a time in the 1930's when thousands of man-hours were being idled away in unemployment, the young

apprentice was asked to work 48 hours a week and, in addition, three evenings at college, and two more on homework. A few million pounds per year extra expenditure on day release *then* and Britain *to-day* would no longer be suffering from a lack of skilled manpower.

The wholly evening course, except for recreation or for advanced refresher course studies, is as out of date as the steam locomotive ; not merely because it is a form of sweated labour but because, like most sweated labour, it is grossly and extravagantly inefficient.

Once again, it seems to me . . . that Britain has administrative arrangements which to meet this challenge of the changing nature of skill, stand out as far superior to anything in Continental Europe. . . . Nowhere in Western Europe is the sandwich course at our C.A.T. level and standard growing to full and recognised stature as it is here in Britain — unless my Continental colleagues can tell us of recent developments not yet known to me.

The pattern of development . . . might have been greatly strengthened had the same administrative organisation (City and Guilds) been entrusted also with the National Certificate series at least up to O.N.C. A professional institution does not direct and control the A-level examinations of the G.C.E. ; then why, except by accident of history, does it concern itself with O.N.C. examinations? A line of demarcation between City and Guilds and professional institutions at O.N.C. level would leave *both* sides with a homogeneous, unified and flexible system. All tribute to the professional institutions of Britain for having pioneered the second way ; but pioneers of distinction do not retreat the route, or guard it zealously some 40 years afterwards !

Where the British system is weak is in its lack of incentive. Since no end-of-apprenticeship tests are insisted upon, the studies in a technical college are voluntary both in the sense of attendance, and in the sense of acquiring a qualification. When in addition little recognition will accrue in wages or promotion, the student not unreasonably asks himself, or his girl friend deprived of some evenings' entertainment does, exactly why he is pursuing these studies.

G. DUNAND :

Economic mutual penetration has, of course, been practised in Europe on a minor scale for centuries. For such exchanges, it was accepted and convenient to use mainly one language, Latin, later French, and more recently English, and also German in Eastern Europe. The universal use of French or English for European relations has, however, been increasingly questioned since language has become an essential element of conscious nationhood and indeed nationalism. Nowadays, supremacy would not readily be granted to the language of any one of the great powers as, for example, English or Russian. Hence the multiplication, in particular since 1919, of bilingual treaties and multilingual international conferences, which have given

* Copies of the handbook, "Continental Comparisons," containing the complete text of the papers, can be obtained from BACIE at 10s. each.

birth to the profession of conference interpreter and to an extraordinary development of translation for international relations.

DR. O. G. PICKARD :

Do we then ask the schools, as the late Lord Verulam frequently did, to devote less attention to French and take up other languages in its place? This has been tried; in between the wars there was a determined attempt made to introduce a great deal of Spanish to English schools for commercial reasons in place of French. The immediate result of this attempt was to antagonise the teachers of French all over the country, who clearly saw their vested interest in the teaching of this language threatened by the proposals to introduce Spanish in its place.

So far as the schools are concerned, therefore, the question is whether a third foreign language should find a place in the school curriculum so that it might be possible for school children to learn, say, French, German and Russian, or French, Spanish and Swedish, as a normal practice during their school careers. It may well be that with the growing close association between the economy of this country and that of Western Europe it may be necessary for us to do much more language teaching in schools than has been the practice hitherto in this country. . . . This in turn may lead to a lengthening of the secondary school course, again as happened on the Continent where it is unusual for the secondary school course for the grammar school stream to finish before 19 or 20 years of age. Neither the schools nor the Ministry of Education have, as yet,

taken kindly to this particular view. The place then for teaching the less common languages may well be in further education.

M. B. BRODIE :

Businesses which expand and grow more complex in character, require relatively more managers. While quantitative estimates must be cautious, since they are likely to transpose current notions and assumptions too readily to the future, one estimate which attempts to allow for qualitative changes, suggests an increase of the order of 50 per cent. in the number of executives needed over the next ten years.

Throughout Europe, the shortage of staff of calibre for teaching and for research in management is widespread and serious. Weakness on the staff side cannot but jeopardise the whole quality and character of any programme. The limitations of educational ventures run with second-rate staff are too manifold to need enumerating.

DR. WALTER GOLDBERG

(who gave details of important Swedish developments in the field of management education) :

An investigation made in 1957 (in Sweden) showed that the relative number of academically trained top managers since 1944 had increased from 58.5 to 84.5 per cent. in industry, and from 43 to 54.5 per cent. in other enterprises.

Sweden proposes to increase its intake of students in business schools to 700 in 1970—more than double the 1955 figure of 325.

Closer Ties with the Rest of Europe

Mr. Kenneth Thompson, M.P., on Implications for Further Education

Mr. Kenneth Thompson, M.P., Parliamentary Secretary to the Ministry of Education, said that if, as a result of the impending negotiations with the six countries of the European Economic Community, we are to join them in this great venture, there would be even stronger reasons for us to look closer at our methods of further education and training in comparison with those practised in other European countries.

"It is clearly suicidal for us to assume that we live in the best of all possible worlds and that we have nothing to learn. I would not expect to find such a view held by the various firms and organisations represented at this conference. The firms represented are just those which take the most serious interest in training and as is often the case it is those firms who are most alive to such weaknesses and shortcomings as there are in our system of technical education and training.

"On the other hand, we should not assume that the grass in the next field is always greener than our own. Partial comparisons are not very helpful. I have lost count of the number of times in the past year I have felt obliged to underline the dangers in unfavourable educational comparisons for this country based on too-hastily read volumes of international statistics of various kinds.

"Whether we join the Common Market or not, there are already forces at work leading towards European economic integration which have important implica-

tions for educationists. For us in Britain there is the insistent demand that more of our people should have a better command of more of the languages of our neighbours. Without it we not only make business transactions more difficult, but we also fail to understand the structures of society and commerce upon which harmonious business relationships must rest.

"We must also help prepare our people for the changes in industrial order which this economic change will bring. Crafts and trades will change and develop; some industries will grow while others contract. Educationist and employer must help the worker at every level to fit himself into the new emergent order by skill, by versatility, by an intelligent appreciation of the need for change."

Referring to the major part technical colleges will continue to play, in the future, in the expansion of facilities at this level Mr. Thompson said that of all the day students in technical colleges taking advanced courses in science and technology in 1959-60, one in every three was a full-time or sandwich student. In 1955, not only were the total figures smaller, but also only one in every four was a full-time or sandwich student.

He added that last session the number of part-time students released by firms to take day release courses increased by some 37,000, compared with the year before and that the greater part of this increase was in the 15-17 age group, where little increase had occurred over the previous four years.

Buildings for the Youth Service Modern Approach to Current Problems

Purpose-built accommodation, bright, modern and designed to create the atmosphere which will attract and hold to-day's youth of both sexes, is a "must" for a dynamic and up-to-date Youth Service. Suggestions for dealing architecturally with this demand, including provision for the many and varied activities found in the present-day youth club, are discussed in the Ministry of Education's latest Building Bulletin.*

The bulletin surveys four existing youth clubs which in their different ways suggest certain characteristics likely to influence the pattern of future Youth Service buildings. The Ministry's Development Group, summing up their general conclusions about mixed clubs, suggest that the club building should provide "an uninterrupted space or series of linked spaces, subdivided by partial or discontinuous screens within which social, practical, physical and cultural activities can be pursued in proximity and harmony."

The general concept of the mixed club is analysed in particular aspects. The clubroom is the focus of club life and will often emulate the brilliance and sparkle, the liveliness and sophistication of the best coffee bars. Space for practical activities will have something of the atmosphere of a studio or design workshop, so arranged that quiet, messy and noisy activities can be carried on simultaneously without interfering with one another.

The simultaneous mixing of activities is also a characteristic of the space devoted to physical activity which excludes ball-games but is likely to include judo, boxing, wrestling, weight-training, fencing and ballet. Other and quieter types of activity may require some degree of insulation but even these flourish best when not completely cut off from the main stream of club life.

The bulletin reviews other areas of the club building and there are also sections on services, furniture and fittings.

In keeping with the Ministry's normal policy of establishing in advance minimum standards and maximum costs, the bulletin concludes with a section on areas and costs. The familiar school cost-per-place formula is now joined by a cost-per-unit or a.n.a. (average nightly attendance)—at present £170.

In two short notes attached as appendices, advice is given on Youth Service accommodation attached to other educational buildings, and on fire precautions.

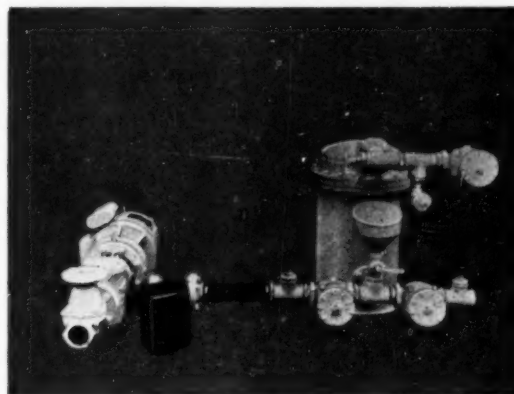
Minister Commends Bulletin

In a circular to local education authorities, the Minister of Education commends the bulletin to all who are concerned with the provision of premises for youth work. Whilst it deals only with general mixed clubs, the Minister hopes that the principles of planning which it suggests will be found useful and stimulating throughout the Youth Service.

The circular also introduces new and simplified administrative procedures for all local education authority Youth Service projects which fall within the scope of the bulletin.

* No. 20, "General Mixed Clubs," H.M.S.O., 2s. 6d.

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Juvenile Delinquency:

Sin, Sickness, Sport or What?

In our last issue we printed the views of six faculty members of the Boston (U.S.A.) University who were participants in a written symposium conducted by our American contemporary, "Education," on the nature of the delinquency problem. Following are the views of the five other educationists who took part.

ROSE A. GODBOUT

Associate Professor of Nursing, Boston University School of Nursing

A recent graduate of the School of Nursing is employed as a Juvenile Parole Agent. Her present responsibilities include the nursing care of illegitimately pregnant delinquents—all teenagers. A second graduate spent a year exploring the nursing rôle in a state reformatory for girls. Within the past three years, five graduate students have received experience in caring for emotionally disturbed boys at a therapeutic camp sponsored by Guidance Camps, Inc. Some of the boys have a history of delinquency, including court appearances and probationary sentences. Daily, scores of public health nurses (including school nurses) are in contact with families in which there is both incipient and overt juvenile delinquency. There was no question but that order was a projection of their suffering.

Secondly, the nursing care of the delinquent often brings to light a dependent and feeling youngster—contrary to outward appearances of toughness and impersonalness. To be hastily interjected here, however, is that the delinquent often demands a unique kind of nursing care. He fears being cared for because such nurturing is revealing of his denial of feelings of both bodily and emotional dependency which are likely to be aroused to the point of being a "battle" in which the delinquent denies his dependency, but at the same time tests for an emotional commitment on the part of the nurse. In other words, the nurse often has to sustain herself through a severe testing to give the kind of care that is needed. The necessity for this deep testing on the part of the delinquent is again exemplified by the intensity of the denial to be seen in the "sleeper of the streets," who demonstrates the marked physical endurance in spite of little or no nourishment.

A third interrelated area identifiable in nursing care is characterised by an unconscious internalising of aggressive-dependency needs. Delinquent children suffer bodily discomfort. Because of the nature of the distress, they turn to nurses for help. A school nurse was aware that Johnny had thrown a rock through a plate glass window. A few weeks later, the boy appeared repeatedly in her office to ask for care for his right hand. Physical symptoms were absent, but

ultimately, in the context of a relationship which included hot soaks to his hand, he confided, sadly, "This was the hand that threw the rock." Johnny's family had been worried that he showed no remorse over the episode.

These nursing insights lend themselves to a place in the epidemiological investigation of delinquency. Along with social, educational, medical, and legal data they merit testing in the area of host-environment interaction, especially as possible predictive and intervening concepts. Philosophically they lead us to believe that nothing short of an all-out commitment on the part of society to its youth will interrupt this social symptom.

In short, many professional nurses are providing a nurturing care to delinquents and their families. From these experiences insights lending themselves to epidemiological exploration and intervention are emerging. The purpose of this paper is to present three related areas in the nursing care of the delinquent. The areas are concerned with his suffering, his dependency needs, and his somatic distress.

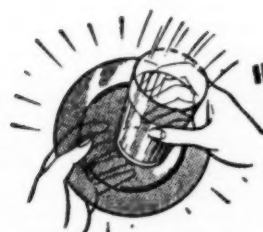
First, many who have nursing relationships with juvenile delinquents believe that they suffer acutely. It may well be that the attempt to cast off such suffering results in destructive behaviour. The theme of a group of pre-delinquent boys at camp last summer is to the point. When discipline was aimed at curbing their destruction of property, they responded with ordering us to "Suffer." Two of the boys were well on their way to delinquency and one of them was demonstrating great preoccupation with suicide and murder.

PAUL E. JOHNSON

Professor of Psychology and Pastoral Counselling at Boston University School of Theology and Graduate School

It would be convenient to shrug off the problem of juvenile delinquency as nothing more than childish pranks. However, it would be folly to do so, for we confront a major social crisis too serious to ignore. Juvenile delinquency is destructive in every sense of the word. It destroys life more than property. It defeats the best promise of youth, it disrupts the family and denies the meaning of community. We all suffer in this social pathology and are all responsible.

How shall we treat a young person who commits a delinquent act? The answer hinges upon our response to another question: What causes a young person to act this way? If we believe that delinquency is a wilful violation, we may advocate a tough policy to curb this stubborn defiance. Such treatment is



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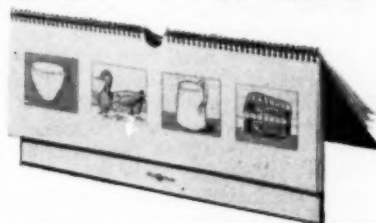
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authoritarian, and it will employ punitive and suppressive measures to gain complete submission.

On the other hand, if we view these juvenile offences as symptoms of underlying disturbances in the interpersonal relationships of children, we will want not to punish them, but to heal them. This approach is supportive in seeking to uphold and fulfil these valid needs for healthy interpersonal relations.

Which theory of treatment will be more effective in the long run? Authoritarian measures have a long history of futility and failure. For the moment a young person may be silenced or intimidated by punishment. But hurting him has no power to heal him. The more he is hurt, the more angry he becomes, until this repressed hostility explodes in violence or turns into hopeless despair, the bitterness of life without love. There is no cure through hurting and rejecting the juvenile offender, but only endless warfare against the authorities who punish him.

Supportive treatment is interested in knowing the young persons as individuals rather than in massing them together as vicious criminals. In this approach faith and understanding lead to rehabilitation rather than mere repression. Interpersonal relations with healthy adults is the goal of such treatment rather than impersonal rules. What is most needed is to have a society of persons who care for each other and believe in each other.

DAVID M. WHITE

Professor of Journalism, Boston University School of Public Relations and Communications

One of the saddest commentaries on the problem of juvenile delinquency in this country is that we do so much talking and worrying about it, but so little in a systematic way to cope with it. So far, thanks to the pioneer work of various sociologists, social workers, psychologists, and educators, we have made some progress in defining the problem. We are even beginning to realise that this social disease is more disturbing and demanding than almost any other problem in American life.

It is a terrible indictment of our culture to realise that we have attained the highest standard of living in the world, but still have to wear around our necks the albatross of shame. I say shame, for what other word depicts a nation that cannot help its young people to live happy and useful lives? Every juvenile delinquent is a challenge to the equanimity of a community.

If we have made strides in the diagnosis of the disease, how little we have accomplished in what might be called the treatment! In a world such as ours we might expect children to suffer from what the great sociologist, Durkheim, described as "anomie." This "anomie" or rootlessness, this lack of identity in mass society, strikes at all segments of our youthful society. The days when we could equate juvenile delinquency as a correlation of blighted slum areas is gone. The tragic shadow of the youth who has to "act out" against society is seen in any neighbourhood.

What can we do about it? Let each community ask itself this question: How much are we spending to prevent juvenile delinquency? Let each community that feels the pinch of juvenile delinquency decide once and for all to muster its total resources to combat it.

To begin with, we can get every group in the city

who wants to do something about this social disease to meet in a planning session. We can organise an action group on a city-wide basis, with police officials, clergy, social workers, fraternal groups, teachers, and above all, parents. We can study the case histories of juvenile offenders in our communities to ascertain what the factors are that induce this behaviour. We can stop looking for cure-alls and panaceas and begin the day-by-day treatment. We can look for danger signals in a specific block, among a certain "gang," or in a disturbed individual, and we can muster the best-trained people on the city-wide team to help these youngsters before the damage is done.

During the war there were rooms in bomb-proof shelters where many soldiers plotted the action of an air raid. At any moment the general staff could know what was going on and plan more effectively. We need a central plotting room in every city where the effects of a citizen's battle against juvenile delinquency can be assessed, and we need the citizen's corp of concerned and vigilant people who will do the job.

ROBERT CHIN

Director of Research at Boston University Human Relations Centre and Associate Professor of Psychology, College of Liberal Arts and Graduate School

There are things we can learn about and for ourselves when we deal with the problems of juvenile delinquency. We can learn how to relate to and accept the tremendous complexity and interconnectedness of social problems and social living.

In juvenile delinquency, we are confronting a form of social behaviour which cannot be diagnosed simply as psychological maladjustment, nor solely as sociological pathology arising from family disruptions, nor basically the loss of moral fibre of our youth. Rather there is an intermingling of factors, not any one of which is the simple and sovereign "cause." The learning of the lesson of toleration and the welcoming of complex determination in place of simplified answers will stand us in good stead for all other social problems and issues.

Next we can learn to choose and evaluate the proclaimed "cures" that are offered by both the professional and the layman. We can learn to orchestrate the procedures and techniques of the helping professional fields (education, social work, religion, and family life) with each other and in turn with the knowledge-building disciplines of the behavioural sciences. Also we can learn how to ride through the frenzied crests and the apathetic lulls of society's attention and interest, especially when exacerbated by the mass media.

Finally we can learn to launch programmes of remedial action with a truly experimental mood and temper. We can engage in complex programmes of remedial action with a conviction and a pragmatic readiness to try other procedures for improving the situation after adequate evaluation of the consequences shows the necessity for doing so. In short, we can acquire the attitudes of the scientist on his conviction and his readiness to abandon a disproved conviction.

If we can learn these things for ourselves as we cope with juvenile delinquency, then we can invest our social engineering for juvenile delinquency and other ills with the sound foundation required for constructive change.

Therefore, we must examine not only the problem of juvenile delinquency, but also our reactions to it and the potential learnings about our ways of reacting. The issues of juvenile delinquency are serious; they must be met with extraordinary efforts. Yet the gains we make may be as great for ourselves and for society if we learn how to react intelligently to any social problem, as compared with merely "solving" it.

One issue in discussions about youth and juvenile delinquency seems to be paralleled in the health fields. We seem to be saying that one of our major goals for a "good" young person is the absence of delinquency acts and related behaviour patterns, just as in the health fields, we judge "healthy" that which demonstrates an absence of pathological distress.

We are lacking in positive definitions of what we consider to be a healthy and optimally functioning young person. We will cope with these problems more adequately than at present when we can state the positive manifestations of a mature personality, appropriate to the age levels and positions of the young people in our variegated society, and when we can invent appropriate social devices and institutions to achieve these ends.

Do we want "little adults," prematurely burdened with sober responsibilities, or on the other hand, do we want irresponsible young people, divorced from adult social reality and immersed completely in their own "minority" sub-culture of youth? These questions need to be examined by the researcher in the behavioural sciences, by the social philosopher, by each of us as citizens and/or parents, and by young people themselves.

WILLIAM C. KVARACEUS

Professor of Education and Chairman, Department of Special Education, Boston University School of Education

Most American citizens live in the hope and expectation that eventually some outside authority or agency—police, psychiatrist, social worker, teacher, recreation director, child guidance clinic, youth commission or state youth authority—will come to the rescue and solve (with something of magic if not money) the delinquency problem. In many communities these various agencies have teamed together in co-operative effort to control and prevent the serious and persisting norm-violations of youth. But these team approaches generally omit or exclude the most important player—the delinquent himself. Only the delinquent can solve the delinquency problem.

Most urban communities maintain an array of "youth-serving agencies." We need to consider the subject of the verb "serve." Generally it is the agency that is the subject and youth is the direct or indirect object. We need to make youth the subject of the verb "serve." Youth should serve themselves and the community. We need to enable youth to undertake important and meaningful tasks in home, school, and community life. We need to encourage youth to study the local delinquency problem.

Instead of doing community research and case studies on, to or for youthful norm-violators, we should encourage young people to community study and case study themselves. Youths must develop insights into their own problems. They need to work out their own solutions. Adults need to look at youths' findings and suggestions seriously. Only through insight and

self-determination at both levels can the community hope to achieve a diminution of the soaring delinquency rate.

Many agencies and institutions in their concern for troubled youth and in their zeal to help have been deflecting from their original and unique functions. This confusion of rôles is resulting in a fast-emerging Alice-in-Wonderland world in which parents are acting as their youngsters' peers; police in juvenile details are acting as social workers; social workers in aggressive case work are acting as police; probation officers in conducting "informal" hearings are acting as judges; and judges in adjudicating are acting as psychiatrists.

Some agency workers have even taken on omnibus functions; they are trying to be everything to everyone. Unless agencies and institutions stop to define or re-define their unique purposes and functions and begin to evaluate their efforts to aid the young norm-violators in terms of their special and specific services, the community may suffer from institutional schizophrenia. The incipient stakes are already visible in many communities.

The American community, lacking both facts and funds, will hardly dent the delinquency problem. Every community, and this means every community worker and citizen, must be knowledgeable at three levels of functioning if we expect to bring down the delinquency rate. There must be a validated theoretical frame of reference from which to operate; there must be available facts on the local youth situation on which to tailor local programming; there must be available facts on the individual child who shows a delinquency tendency or engages in law violation.

Lacking these three sets of facts and operating on a dime-store budget, community efforts at delinquency prevention and control will tend to follow the impractical-practical approaches involving the curfew and the night stick. These approaches cost little. They are also irrelevant to the factors generating the youth problem.

JENNIE LOITMAN BARRON

Boston University alumna and Massachusetts Superior Court Judge

One of the great challenges which confront us to-day is juvenile delinquency. Whether we call it, as the title suggests, "Sin, Sickness, Sport or What?" juvenile delinquency is the concern not only of the theologian and the physician, but also of the entire community. Gang fights, in which youngsters have been crippled for life; attacks on police officers; vandalism; robbery and other crimes, especially those involving violence—all have increased markedly.

It has been stated by authorities on delinquency that 50 per cent of our adult criminal population have been juvenile delinquents, and that a very large number of men in prison commenced their criminal careers before they were 13 years of age. It is, therefore, of utmost importance that we begin preventive work when the child is very young—or may we say, even prenatally.

There are two approaches to solving this grievous problem: (1) immediate action and (2) the long road of research to give us a formula for detecting minors whose behaviour may lead to delinquency and to begin our preventive work at that point.

From my work in the court and the experiences of

authorities, I believe that broken homes and homes where parents are not discharging their responsibilities furnish the largest number of youthful offenders. A proper home for the rearing of a child is not a house with four walls, even if both parents are there. Home is a place of security where there is not tension and bickering, but harmony; here there is a "cohesiveness" of the family; where love and peace abide.

Unfortunately, many parents need training themselves in bringing up their children. We have all kinds of regular and refresher courses in the trades, auto driving, the arts, and other areas, but too few, if any, courses in marriage counselling and training for parenthood.

One of the greatest deterrents to crime for any child is a feeling of inner security, a feeling that he is loved, that he "belongs" to a family unit. He must have discipline, but he must have what we call the 3 A's—affection, acceptance, and approval. He must receive recognition by the family unit for whatever he is able to achieve, no matter how small that achievement is. Otherwise, he is likely to seek the corner gang who will attract him by giving him a false place "in the sun." His home must be his haven.

Counselling in domestic relations and psychological assistance for parents should be made available so that individuals with family difficulties may be helped to solve their problems. It is most important for us to be taught how to care for our most precious human assets—our children.

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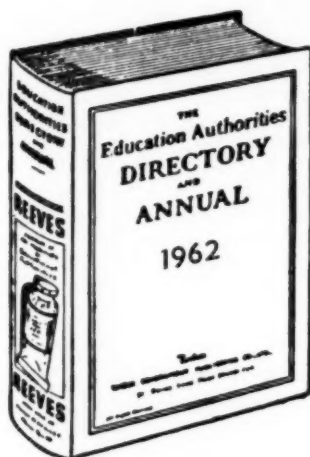
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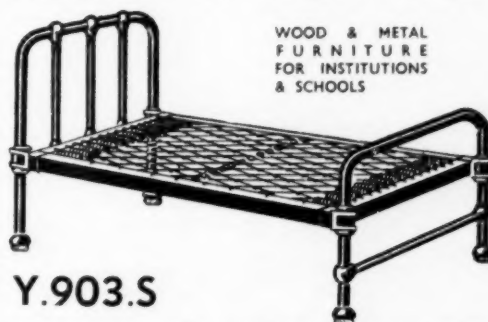
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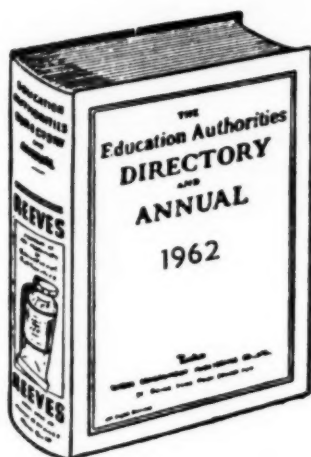
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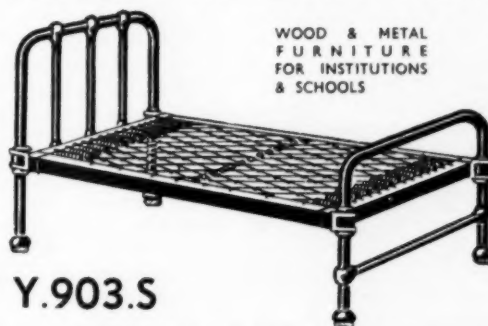


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Administrator Discusses

OVERSEAS VISITS

The educational press at the present time carries many advertisements regarding foreign travel.

In the 18th and 19th centuries a Grand Tour of Europe was an essential part of the education of a gentleman. It is also not without significance that many of the finishing schools to which young ladies were sent—and are still being sent—are in Europe. Every child who takes part in a trip abroad is thus sharing in a tradition which was first established by the upper classes of this country.

Between the wars the great majority of schoolboys and schoolgirls who took part in these journeys belonged to the grammar schools. Belgium was perhaps the most popular country. France—and particularly Paris—was the second choice. Schools which visited Germany or Switzerland were considered to be quite daring. Nowadays, however, pupils of modern secondary schools take part in school journeys abroad in the same way as their brothers and sisters in the grammar schools. Also the scope of the journeys has been greatly extended. Belgium is still a popular country, and, perhaps, the first choice, but journeys now are made as far afield as Italy, and even Greece. Between the wars the children were transported by train and steamer; now many school parties go by air.

The educational justification for journeys of this kind is obvious. Children are introduced to different sides and sounds, to different ways of behaviour and, of course, to different languages. Yet too much can be made of the differences. It would be idle and wrong to deny that there are no differences among peoples; yet the prevailing impression remaining after a foreign visit is the basic similarity which there is among peoples of different races and creeds. Mankind may be diverse and often perverse, but when all is said and done it is curiously all of a piece. Every young person who takes part in a foreign journey quickly recognises this. Indeed, the young may recognise it more readily than their elders. Their minds are not so critical. They look for aspects of life which are familiar and which make them feel at home, both in places and human beings.

School visits, therefore, are of importance in creating the proper atmosphere for a world in which different people can live peacefully with one another. It would, of course, be wrong to suppose that wars can be prevented by visits of such a kind. School visits are not going to hold back a Napoleon or a Hitler from dreams of world conquest. Anyone who imagines that they would, takes altogether too simple a view of megalomania.

If other countries come under judgment when our children visit them, the reverse is also true. This is the aspect of school visits which is sometimes forgotten. Our children are judged by their hosts, and, indirectly, our country is judged. It is true to say that on the whole the behaviour of our young people abroad is

very good. The credit for this must go to the young people themselves and also to their teachers. Unfortunately there are occasions when the standard of behaviour is not good. When this happens there is something seriously wrong with the supervision exercised by teachers and prefects. It cannot be too strongly emphasised that bad behaviour amongst school parties is serious because of the impression which it gives to the European. As has already been said, however, the number of black-spots is few.

* * *

Foreign Languages

Nothing is more pleasing than to see well-conducted parties of British boys and girls visiting the sights of Paris, seeing for themselves the battlefields of two wars, standing in St. Peter's Square or sailing down the Rhine. Their "Englishness" is apparent at a glance. This is particularly so with the girls. The dress of the English schoolgirl seems to be quite unique in Europe. For boys, jeans and the check blouse make up a kind of universal uniform which is worn from Berlin and Rome to Land's End and John o' Groat's.

Language teachers are in favour of school journeys abroad because it helps those who are learning foreign languages. This must be so. No one can read the advertisements on hoardings or in newspapers without acquiring the idioms of the country. The sight and sound of foreign television programmes are also great aids to the study of foreign languages. Yet the curious paradox exists that although such pleasant and advantageous aids might help boys and girls in an understanding of a foreign language it will not necessarily help them to pass their examinations at home.

Nothing is more depressing than to see grammar school boys and girls who have obviously studied French or German for some years vainly trying to converse in French or in German. The point must be made that this does not happen when young Frenchmen and young Germans come to this country. After a few years of study their command of English seems to be much better than that of English boys and girls in French or in German. One cannot help feeling that our approach to foreign languages is altogether far too academic. We train our young people as though every one of them was going to read in later life the classics of French and German. Far too much attention is given to the niceties of grammar and not enough to everyday idioms and conversational usage. It is not uncommon for a boy who is able to read some of Racine or of Goethe, to find that he is unable to ask directions of a policeman in the streets of Paris or in Bonn.

Every language teacher who takes a party of children abroad would be well advised to practise his children in the every-day language of the country which he proposes to visit. Many teachers are already doing this,

for they realise that the enjoyment and the value of the foreign visit is enormously increased when one can converse reasonably fluently with the inhabitants. At this very time in schools up and down the country, foreign visits are being arranged. The teachers who do this voluntary work are deserving of all praise. Every child who takes part in a journey to Europe takes something of England with him and leaves on his hosts an impression of England. At the same time he brings back with him a realisation of the fact that just as brothers may differ the one from the other, so nations differ from each other; yet the idea of belonging to a family transcends all differences. If this idea is predominant in the minds of both hosts and guests the visits abroad must be of value for the future of mankind.

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EDUCATION

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Western Australia

Under a new salaries scale which will cost the State about £400,000 this financial year, Government school teachers will receive pay increases ranging up to £232 a year for senior men. Women teachers, who receive the same margins above the basic wage as men teachers, will have pay increases because of an adjustment to their wage structure. They will now receive 75 per cent., instead of 70 per cent., of the male basic wage.

Sums totalling £35,500 towards the cost of educating full-blood aboriginal children have been left under the will of retired doctor Robert Chisholm Fairbairn, of View Street, Peppermint Grove. A bachelor, he died on May 4th, aged 80. He was born at Busselton, and lived all his life in this State.

New Zealand

The New Zealand Government, which since 1960 has been conducting an overseas recruitment campaign for graduate secondary teachers, has announced measures to alleviate shortages of primary teachers.

Among these is the decision to offer paid passages from Britain to New Zealand to qualified primary teachers at present overseas and desiring to return home. Up to 50 passages will be awarded by air or by sea and officials at New Zealand House, London, are now selecting the teachers who will receive the awards.

Although real and worrying staffing problems exist they are not, as the Minister of Education, Mr. Tennent, pointed out, uniform throughout the country. The most recent survey showed there were 16 out of 10,591 classes for which it was possible teachers might not be found at the start of the September term. However, the number of uncertificated primary teachers has now increased to nearly 200, and while many of them have proved reasonably good classroom teachers their replacement by certified teachers is one of the chief aims behind the measures the Government has introduced. These include inducements for married women teachers who have been bringing up families, appointment of recruiting officers, removal of salary restrictions for primary school relieving teachers and provision for the appointment of teachers' aides, who are not teachers but can carry out many routine duties.

Kenya

Over 20 per cent. more Africans were enrolled in Kenya's schools and colleges in 1960 than in 1958, states the triennial survey of the Education Department of Kenya. The number of Africans attending full-time education establishments rose in these years from 606,991 to 737,442. During the same period, the number of girls attending schools in Kenya also increased by more than 17 per cent.

This increase in school attendance was covered by an even greater relative increase in the number of African teachers. The members of the African Teachers' Service rose from 9,556 to 12,719, an increase of 34 per cent. They will be backed up in future years by the more than 4,000 Africans undergoing teacher training in 1960.

In Asian education, the survey states, one of the most encouraging advances during the period, has been the continued increase in the number of trained teachers in the schools. The percentage of trained teachers out of a total of 1,576 was just over 47 per cent. in 1958; but, despite a rapid growth in the number of teachers employed, to a total of 2,120 by 1960, by the latter year, more than 54 per cent. of them were trained.

Expenditure on education and capital development during the three years ran at approximately £6.8 millions annually. This has meant that in the capital city, Nairobi, all children can have eight years education, and Mombasa is within sight of this target.

India

A national scholarship scheme for the benefit of students of outstanding merit at intermediate and university level has been launched by the Government of India. Under the scheme, which will cost about £3 million during the Third Plan, it is proposed to award annually 1,800 post-matric, 400 post-intermediate and 200 post-graduate scholarships.

Delhi is to be the headquarters of United Schools International, a new body founded by young people to foster interest in schools in United Nations. Since 1951 a body called United Schools Organisation has disseminated information about U.N. among school children in India, and at a recent conference it was decided to extend activities to other countries as well.

The Government have decided to establish a "Tibetan Schools' Society" to set up schools in India for the education of Tibetan refugee children. The society will also be responsible for arrangements relating to administration and management of these schools. The Minister of Education will be chairman of the society, which will also include the Education Secretary, three representatives of the Dalai Lama, the Financial Adviser to the Education Ministry, and a representative of the Ministry of External Affairs. The society will prescribe the courses of instruction and conduct the examinations.

Inaugurating a three-day session of the Indian Council of Agricultural Education in New Delhi last month the Minister of Food and Agriculture, Mr. S. K. Patil, referred to the tremendous growth of agricultural education during the first three years of the Second Plan, and said that the facilities available had almost doubled with annual admissions in 1960-61, reaching

5,600. Mr. Patil said that during the Third Plan it was estimated that about 20,000 agricultural graduates would be required.

Mr. Patil also said that there was need for expanding facilities for veterinary education considerably. The number of institutions now existing was inadequate.

Nova Scotia

Plans greatly to increase vocational and technical training facilities and programmes in Nova Scotia were recently announced jointly by Mr. R. L. Stanfield, Premier of the province, and Mr. Michael Starr, the federal Minister of Labour. The construction of two new schools, costing an estimated 3,600,000 dollars, has been approved under the Technical and Vocational Training Assistance Act. Under the agreement, the Federal Government will share 75 per cent. of the cost of construction, or approximately 2,700,000 dollars.

Construction is expected to begin in September and to be completed in March, 1963. The schools, which will accommodate 1,450 pupils, will offer courses at the trade, high-school and post high-school or technician levels, and will be used for the training of apprentices, the unemployed, the disabled and other adults, as well as for regular full-time day classes.

In making the announcement Premier Stanfield, who is also Minister of Education for Nova Scotia, said: "The decision to establish these two vocational schools (and it is hoped there will be more) is based on the ever-increasing need for more and better trained technicians and tradesmen for our society and a desire to give the youth and adults of Nova Scotia as good an opportunity as possible to obtain technical and vocational training."

The Secretary of State for Commonwealth Relations and the Secretary of State for the Colonies have appointed Sir Alfred Roberts, C.B.E., M.A., J.P., to be a member of the Commonwealth Scholarship Commission in the United Kingdom in place of Lord Geddes, who has resigned. Sir Alfred Roberts has, since 1935, been General Secretary of the National Association of Card, Blowing and Ring Room Operatives. He was chairman of the General Council of the T.U.C. in 1950-51, is chairman of the International Committee of the Trades Union Congress and was for six years until 1960 vice-chairman of the governing body of the International Labour Office.

I.T. Programmes for Schools

The start of the new school broadcasting year heralded a new stage in the development of Independent Television's programmes for schools. An extension of the service started more than four years ago by Associated-Rediffusion—pioneers of the first regular television programmes for schools in the British Commonwealth—will enable these programmes to be seen throughout the entire Independent Television network and bring the number of schools able to watch to over 2,000.

This means that for the first time Granada's special productions for sixth forms in the North of England will be made available to grammar and public schools in the London area. In the same way, schools in the North will this year be seeing all Associated-Rediffusion productions for the first time.

A joint schools service, which has been approved by the Educational Advisory Councils and Committees of Associated-Rediffusion, Associated TeleVision and Granada TV Network, will provide 10 series of programmes a week—with repeats of some of them—during the autumn term this year. Between them they cover a wide range of subjects and are designed to meet the needs of all children in primary and secondary schools between the ages of nine and 18.

Details of the new plans were introduced to teachers and parents in a special live 15-minute programme from Television House, London, on September 15th.

Lord Kilbrandon, chairman of the Standing Consultative Council on Youth Service (Scotland), has appealed to rating authorities to exercise their discretion of granting total or partial relief of rates to charitable organisations. Since the passing of the Valuation and Rating (Scotland) Act, 1956, authorities have had this discretion, and the Youth Service Council regret that this power has been so little exercised. It is the Council's considered view that the moral obligation to exercise the power has been reinforced by two factors. Firstly, the 1961 revaluation has erased the sympathetic assessments which in the past have been accorded to many voluntary organisations. Secondly, the Secretary of State for Scotland has indicated that he is actively pursuing the question of legislation which would require Scottish rating authorities to allow charitable organisations a 50 per cent. rating relief.

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Film Strip Reviews

COMMON GROUND LIMITED

CGA 710 Introduction to Diving

A very long time has passed since we reviewed that fine strip "Introduction To Swimming" CGA 178; it is gratifying to note that one aspect is now dealt with in more detail. This strip, made in collaboration with the Diving Committee of the Amateur Swimming Association, assists the teacher by providing progressive practices and so enabling him to introduce more variety into the lessons. Thus the very first exercises encourage the beginners to keep their eyes open under water by using a wash basin; to completely immerse the head and later the body in the bath; to avoid the practice of wiping water from the face with the hands, having achieved

the preliminaries the learner is introduced to the plain jump, tuck jump, somersault and twist. After learning to topple into the bath from the sitting, kneeling, wide arm or lunge approach, comes instruction in both plain header and swallow dives. Here we have a good series of consecutive photographs to ensure an understanding of correct procedure; these will be most useful for the scholars to study. 46 frames.

CGA 732 Developments in Astronomy 1945-60.

Teachers who have already become acquainted with "The Stellar Universe" by E. A. Beet—CGA 571—need have no hesitation in adding this strip by the same author to their collection; for Mr. Beet's aim is primarily to assist the non-specialist teacher who has to cope with the increasing questionnaire from scholars now becoming more space-minded.

The first section deals with astronomy by radio, featuring, of course, the Jodrell Bank radio-telescope and the newer radio-star two part telescope at the Mullard Observatory, Cambridge, with an accuracy to about one-seventh of a degree. The second section shows some fields of progress in respect to the sun, the Milky Way and stellar populations and some achievements in stellar photography. The third section deals with the assistance to astronomy of rockets and satellites and we may study the photograph of the other side of the moon published by Soviet News. 36 frames.

Among eight new IWS sound film-strips just issued are four in the new series "School to Work," in which the problems and situations encountered by young people who have just left school and who are taking their first jobs in the unfamiliar world of work are examined.

Accidents in Industry Reminder to Schools

Sir David Eccles, Ministry of Education, has sent a reminder to schools and other educational establishments, of the important part they can play in reducing the accelerating rate of accidents among young people working in factories and similar employment.

The report of the Chief Inspector of Factories for 1959 revealed that the number of accidents involving young people in all types of employment was running as high as 11,000 annually. Last year this total rose to over 12,600.

In a memorandum to local education authorities, the Minister says it is particularly disturbing to find that the number of accidents among young workers has risen proportionately more than the number of young people actually entering industry. Proper attention to safety precautions in schools and colleges—urged in a Ministry of Education pamphlet published last year—starts good safety habits which persist in later life. The schools cannot be expected to reproduce industrial conditions, says the memorandum, but they can introduce well-proved safety rules in the use of tools and appliances in the classroom.

Teachers are reminded of their responsibility for safeguarding pupils in their charge against accidents at work or play, and for ensuring that children cultivate a proper respect for safety precautions. The reminder refers particularly to those teachers specialising in science, housecraft, physical education, and other practical and technical subjects.

Technical colleges and other establishments for further education are especially concerned, says the memorandum. Much of their work is of a vocational nature and in most cases has a direct connection with the jobs to which students go when their courses are completed. In addition, many of their students are

already in industry and are attending college part-time or full-time on a sandwich or block-release course.

It is not suggested that safety precautions should be made a special topic or study, but that the safety aspects of a subject should be developed as an integral part of the teaching. The teaching staff should also be thoroughly familiar with good industrial practice and—as a minimum—apply those provisions for safety required by the law in industry.

School Health Service

Commenting on medical defects among school-children Dr. K. K. Wood, School Medical Officer for the borough of Bury, in his annual report, says recent advances in medical knowledge have changed the pattern of the type and distribution of defects. The discovery of antibiotics has abolished the once common running ear, but they are still concerned with the ear, nose and throat conditions in an important though less crude degree. For examples, minor defects of hearing are now discovered earlier and receive treatment and aid which was previously impracticable. Minor skin defects are still common, and a large number are found at special inspections. This category of defects does not appear to have shared in the general decline in defects noted. The other large class of defect found is that of impairment of vision. Constant testing and following up is required to keep these cases adequately corrected.

Stressing the advantages of immunisation Dr. Wood says that none of the serious diseases for which immunisation is practised caused trouble in his area.

The School Health Service, he also adds, is in the position to help in guiding the mental development of children. As in all investigations, initial assessment of the problem is basic. The developing services can assist in detecting and assessing educationally sub-normal children, and advising in dealing with emotional and behaviour problems.

Overhead Projection

Lawes Rabjohns Ltd., announce the "Tutor" overhead transparency projector which presents the latest development in co-ordinating visual communication with the spoken word. The Tutor which is British made, projects a large, clear picture, even in a fully lighted room and gives the lecturer many advantages that are not possible with the blackboard or lantern slide.

1. He can face his audience throughout his lecture using previously prepared transparencies in single or overlay colours;
2. He can use a preprinted roll of foil on which typewritten notes and diagrams are laid out in sequence;
3. He can make on the spot notes, on a conveniently placed strip of clear film with a grease pencil, the image of which is projected on the screen as he writes.

Overhead projection is used extensively in the U.S.A., having preference over the many other forms of visual presentation, and it may eventually replace the blackboard and lantern slide in the schoolrooms and lecture halls of Great Britain.

Following on the success of previous one-day conferences for teachers the Electrical Association for Women is arranging a conference on the teaching of electrical housecraft to take place on November 25th, at the F. L. Calder College of Domestic Science, Liverpool, open to all teachers of domestic science and allied subjects in the Liverpool area.

A new division for the management and co-ordination of its activities in the educational and training fields, has been formed by U.S. Industries Inc. President of the new division, which will be known as the U.S.I. Educational Science Division, is Mr. Lloyd Seidman, who will direct marketing and sales activity for Auto-Tutor teaching machines, TutorFilm programmes, TutorText books and other educational devices currently in the planning and development stage.

The Committee appointed by the Scottish Advisory Council on Child Care to advise the Rt. Hon. J. S. Maclay, M.P., Secretary of State, whether local authorities should be given new powers and duties to prevent or forestall the suffering of children through neglect in their own homes is now ready to receive evidence. Anyone who would like to submit evidence to the Committee is invited to do so not later than November 30th. The chairman is Mr. J. McBoyle, C.B.E., and the Secretary is Mr. W. S. Kerr.

Nearly 350 Commonwealth students are now arriving in this country to train as teachers under the Commonwealth Bursary Scheme and about 50 early arrivals who are taking a four-day introductory course in London, were welcomed by Dame Mary Smieton, Permanent Secretary of the Ministry of Education. Among the students were bursars from Jamaica, British Honduras, Hong Kong, Fiji, Sierra Leone, Mauritius, Windward Islands, Uganda, Barbados, Nigeria, Leeward Islands, Tanganyika, Zanzibar, Trinidad, Northern Rhodesia, Malta, Aden and British Guiana.

Graded Lesson Handbooks

From the N.S.S.U. we have received copies of their 1961/62 lesson helps for Sunday School teachers. The lessons follow the courses designed by the British Lessons Council, and there is always special emphasis upon the Biblical theme. When extra-Biblical stories are introduced, they are skilfully used to illustrate the Biblical material. Lively illustrations and teaching pictures are an attractive feature.

Especially is this true of the *Beginners' Graded Teacher*, which is a Lesson Help that will be warmly welcomed by those who have to do with the 3—4-year-olds. The Lessons are written by Miss Marjorie Barwell, who has a wealth of experience in writing and teaching. This writer realises the importance of Activity Work and has skilfully designed her own models and ideas to support the teaching matter.

The *Primary Graded Teacher* caters for the 5—7-year-olds, and in this volume a team of four contributors provide a practical and first-class help which will give the maximum assistance in planning the lesson.

The *Junior Graded Teacher* caters for the 8—10-year-olds, and the contributors, the Rev. Derrick Cuthbert, B.A., B.D., J. W. Young, B.A., and Winifred M. Hodsman, B.A., have both the ability and the knowledge to put over the lesson material in a way that will hold young Juniors.

The *Senior Graded Teacher* caters for the 11—13-year-olds. The team of writers who contribute to this volume provide each week background notes and a competently prepared lesson which is related to the young people's own experience.

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2. **CLERK/STOREKEEPER.** To be generally responsible for various stores, including clothing, and to give some clerical assistance in the school office. Wages according to qualifications.
3. **NIGHT SUPERVISOR.** To be generally responsible for the school and its inhabitants, six nights per week. Wages £10 6s. 8d. for 42-hour week, plus overtime.

SINGLE resident accommodation is available (if needed) for the above posts.

Applications as soon as possible to the Headmaster, Norton School, KINETON, Warwick, with full details of experience, etc., and copies of any references or testimonials.

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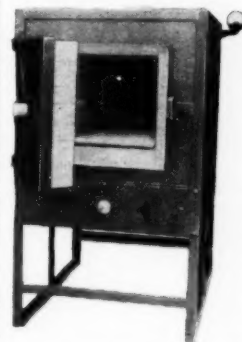
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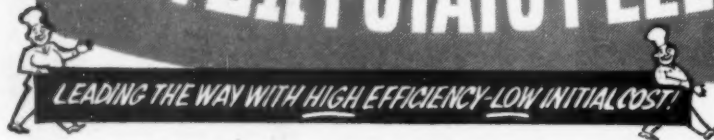
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